

THE STUDENT'S ROLE IN A CONFERENCE

In the first part of the conversation:

- set the agenda for the conference by describing her writing work
- respond to her teacher's research questions by describing her writing work more deeply

In the second part of the conversation:

- listen carefully to her teacher's feedback and teaching
- ask questions to clarify and deepen her understanding of her teacher's feedback and teaching
- have-a-go with what her teacher taught her
- commit to trying what her teacher taught her after the conference

THE TEACHER'S ROLE IN A CONFERENCE

In the first part of the conversation:

- invite the student to set an agenda for the conference
- get on a line of thinking about the student's writing work by asking research questions and reading the student's writing
- decide what to teach the student

In the second part of the conversation:

- give the student critical feedback
- teach the student
- nudge the student to have-a-go
- link the conference to the student's independent work

From: Anderson, Carl. 2000. How's it Going?
Portsmouth, NH: Heinemann

Conferring with Student Writers

	Teaching Moves	We Might Say...
Research	<p>Begin the conference asking an open ended question</p> <p>Ask follow up questions to find out what the writer has been working on and to find out what the student is planning on doing next</p> <p>Have the student read part of their writing aloud to you</p> <p>Look at the students writing to help you gain a better understanding of them as a writer</p>	<p>"How's it going?"</p> <p>"What are you working on today?"</p> <p>"Can you show me a place where you've done that?"</p> <p>"What are you planning on doing next?"</p> <p>"I'm going to take a look at your writing and describe what I think you're doing as a writer today".</p>
Compliment	Specifically name what you notice the student is doing well. Encourage the student to continue to do this.	"You're doing _____, which is something that really great writers do."
Decide	Make a decision about what the student needs NOW and MOST to improve their writing. This should be something that will support the student as a writer, not just with this piece of writing.	<p>"Would you like me to show you something you could work on?"</p> <p>"Today I want to teach you something else that writers do and I would like you to try it."</p>
Teach	<p>Model for students what we want them to try in our own writing</p> <p>Use our own Writer's Notebooks or drafts to show students a place where we have tried a strategy in our own writing</p> <p>Use mentor texts to show a place where an author has done something we want the students to do in their writing.</p> <p>Coach the student with prompts to guide them through trying a new strategy</p> <p>***Always restate the teaching point at the end of the conference and have the student clarify what they will be working on as a writer.</p>	<p>"Watch me while I...." Now you try."</p> <p>"Reread that line. How else could you say it?"</p> <p>"Do you see how (author) did this in (mentor text)? Is there a place in your writing where you could try this?"</p> <p>"Now, let's try this in your story".</p>

Name:

Dates:

What am I learning about this student as a writer?	What do I need to teach this student?

Class 503
Writing Conference Notes
Student: _____

Student Information	Research	Teach	Stage	Strategy Group
Genre:				
Date:				
Genre:				
Date:				
Genre:				
Date:				
Genre:				
Date:				
Genre:				
Date:				

Class _____ Writing Conference Checklist
 Week of: _____

Student: Date: Strategy Group?	Date: Strategy Group?	Date: Strategy Group?	Date: Strategy Group?	Date: Strategy Group?
Date: Strategy Group?	Date: Strategy Group?	Date: Strategy Group?	Date: Strategy Group?	Date: Strategy Group?
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Name: Date: Compliment Taught	Name: Date: Compliment Taught	Name: Date: Compliment Taught
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Conferring Chart:

Name: _____

Date:	What I'm Working On:	A Place Where I tried This: